

Jennifer Alexandre

Djenane Briette

LAE 4335 901

Christi Edge

March 12, 2009

Many students face life altering issues. Often times to solve their problems they must overcome obstacles. As educators it is our job to help our students grow as individuals and to prepare them for a society in which they will be exposed to certain types of oppression. Many forms of oppression are found in Classic Literature. The amazing thing about Literature is that it can surpass the period of time in which it was written. Present day students can identify with great works from authors such as William Shakespeare, Robert Frost, and Langston Hughes. Authors like Hughes wrote a lot about the everyday problems we may face. This unit focuses on the life and works of Langston Hughes. It is geared for tenth grade students that are experiencing changes in their lives and have to deal with obstacles. Although many may disagree with teaching this unit, we find the justifications outweigh the oppositions.

There are a number of current social problems that can be addressed by teaching this unit. Prejudice is one of the many problems that plague our society. Our unit, *Overcoming Obstacles*, assists students in understanding their roles as citizens and learning about their rights and responsibilities. It is important in our society to question and not necessarily accept what you are told. This unit also has cultural significance because it highlights the Harlem Renaissance and the affects of African American literature on our contemporary culture. This unit educates our students on not

only literature but also a very important part of American history. It is important for our students to learn about the struggles and be better prepared to overcome.

Although we are teaching about the Harlem Renaissance, we focus mainly the works of Langston Hughes. Teaching about his life and works will educate our students on how life was in the United States for African Americans. The significance of this unit is that it covers not only great Literature, but also history. Those who do not know history are doomed to repeat many of the hardships faced in this time period. Students will be required to read his biography and will understand his struggles and triumph over adversity. Langston Hughes will help students understand that anything you want in life is worth fighting for. Through hard work and perseverance you will succeed. After studying this unit students will understand the effects that Langston Hughes as an author has had on modern literature.

People may argue that this kind of literature is not appropriate for all students. Some may find this unit to be offensive because it focuses only on African American literature. There may be students who do not feel included because of their race. Others may argue that students will not gain any profitable knowledge, but there is a lot to be learned through this unit primarily how to overcome obstacles. On the opposite end, it may not appear to be fair that Langston Hughes is the only author covered by this unit. He is used as an example to capture the students' attention and to get them interested in the Harlem Renaissance. They may even be fearful of his sometimes explicit content but that can be used to our advantage. Our main goal for the unit is for students to critically analyze works for hidden or deeper meanings regardless of the way they may appear on the surface. Langston Hughes was known for writing what was on his mind

and in his heart regardless of what others thought. Poems like *I, Too* and *The Negro Speaks of Rivers* exemplify how students should stand up for what they believe in no matter the circumstances. We could have chosen any other author within the Harlem Renaissance to teach this unit on, but Langston Hughes' works seem to touch the very areas that we wanted to cover. He also writes very clear and concisely. Works such as *Mulatto* and *Mother to Son* help students to deal with not being accepted by a group. Any individual from any background can identify with wanting to fit in. Not only will our students gain profitable knowledge through reading literature from Hughes, they will also be able to carry it with them throughout their lives.

In addition to his biography, there are a number of works that are going to be read and discussed in detail. The poem *Mother to Son* talks about finding the silver lining in every dark cloud. Perseverance and determination are key to survival and success. In *I, Too* we learn the importance of thinking positively and setting achievable goals. *Mulatto* talks about seeking acceptance and speaking up for what you believe in. The poem *Theme for English B* discusses the way in which we can find similarities amongst our many differences. These are just some of the works that will make *Overcoming Obstacles* a valuable unit to incorporate within our curriculum.

In conclusion, *Overcoming Obstacles* will be very beneficial to our students. They will learn about history, literary works, and countless life lessons. Through Langston Hughes, students will get an idea of some of the hardships faced by an oppressed group of people. It is important for us as teachers to promote diversity and talk about different cultures. We can use the Harlem Renaissance as a stepping stone to create

parallels from the past to the present and from the present to the future. Issues that our students are faced with today are addressed in the books of yesterday.

Jennifer Alexandre
Djenane Briette

Overcoming Obstacles Unit Goals

- Students will be able to identify different obstacles faced by various characters in the literature.
- Students will be able to relate the obstacles found in their own lives.
- Students will be able to critically analyze works for hidden and/or deeper meanings.
- Students will be able to write their own work which reflects overcoming obstacles.
- Students will establish judgments and opinions based on the readings.
- Students will learn how Langston Hughes contributed to modern forms of literature

Assignment Descriptions

1. **Journals (10%):** All students will be required to keep a daily journal responding to given topics. Journals are to be at least a page in length. The purpose of this assignment is for student to reflect on personal experiences, the assigned readings, and to provide feedback to their peers. Students are to keep record of their journals in a notebook which will be collected at the end of the unit. Your writing:
 - should be clear, concise and thought provoking
 - should not be offensive to the reader
 - does not mention specific names or places when referring to sensitive subjects
2. **Group Project (45%):** By completing this project, students will be assessed on how well they critically analyze the works and how creatively they present the information. All students will be divided into groups of 4 to 5. The students will choose one of the works covered in class and present an alternative summary of either the work or a particular scene. Creativity and originality are important. The alternative summary includes but is not limited to: Skit, play, Board games, Models, Game shows, or Slideshow. The group project should:
 - Capture the attention of the audience
 - Maintains academic standards although it is a fun activity
 - Shows an understanding of the deeper meaning of the chosen passage
 - Reflects on the main obstacles faced in the work
3. **Mock Trial (45%):** students will be able to establish judgments and opinions based on the readings upon completion. All students will be required to participate in a mock trial in which the class will “indict” a specific character from one of the works based on something the character did. The students will vote on the literature and the character that will be put on trial. Each student will receive a role; present valid arguments backed by information in the text, and collectively reach a verdict. Teacher

will act as judge to maintain order in classroom. There will be two separate trials on two separate works so that every student fully participates, some of the roles will include: Prosecutor, Defendant, Defense attorney, Jurors, Stenographer, and Witness (who play other characters in story). The mock trial should convey:

- Evidence of research
- Understanding of unit goals and objectives
- Highlights obstacles faced by the characters
- Judgments and opinions are relevant to the work

Grading Rubric for Unit

	A Assignment	B Assignment	C Assignment	D Assignment	F Assignment	Grade Given
Journals	Notebook is turned in on time; Contains all entries; Meets all page requirements; Writing is clear and thought provoking.	Notebook is turned in on time; Contains all entries; meets page requirements; Writing is clear but not thought provoking.	Notebook turned in on time; Missing entries; meets page requirements; contains some detail.	Notebook is turned in late; Missing some entries; does not meet length requirement; Writing is unclear.	No notebook is turned in.	
Group Projects	Project is presented on assigned day; Creativity and originality are visible; Noticeable group contribution.	Project is presented on assigned day; Lacks creativity and originality; Noticeable group contribution.	Project is presented on time; Lacks creativity and originality; No noticeable group contribution.	Project is not presented on assigned day; Project lacks Creativity; Project is not original; Student did not contribute to group effort.	Did not participate.	
Mock Trial	Student contributes to trial and efficiently acts out role; Presents valid argument; Arguments are backed by the text.	Student contributes to trial and act out role; Presents valid arguments.	Student contributes to the trial; Present arguments.	Students contribute to the trial.	Did not contribute to the trial.	

--	--	--	--	--	--	--

Introductory Activity

Title: Introductory Activity

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.1- The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text

LA.910.2.1.3- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)

LA.910.2.1.8- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Objectives: Students will be able to:

1. Identify the Harlem Renaissance
2. Connect personal experiences to unit theme
3. Identify the contributions made by Langston Hughes to this particular time period

Materials: Harlem Renaissance crossword puzzle-35 copies

Journal for entire unit

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- What obstacles have you overcome in life that helped you to become who you are today?

A portrait of Langston Hughes will be presented to the class. The class will then be asked if they could identify the man. After Langston Hughes is identified, students will then be asked what they know or heard about him and the time period in which he lived (Harlem Renaissance). The information provided will be recorded on chart (KWL format) which will be referred back to towards the end of the unit. 15 minutes

- Who is this person?
- What can you tell me about Langston Hughes?
- Do you know of any works by Langston Hughes?
- Have any of you heard of the Harlem Renaissance? If so, what do you know about that period in time?
- Why do you think the Harlem Renaissance came to be? What were some obstacles faced by people during that time?
- Do you think the same obstacles are present today?

- Can you name any other authors from this time period and/or works?

Using a PowerPoint, Teacher will talk about Langston Hughes' life and the Harlem Renaissance. The lesson will lead into a brief description of his biography which the class will be reading in the upcoming days. 15 minutes

Evaluation: Students will be broken up into groups so that they can work on a crossword puzzle involving what was taught about Langston Hughes' life and the Harlem Renaissance. Students have until the end of class to work on it and will be given time the next day to complete it as their Bell Work. 10 minutes

Week One- Day Two

Title: Learn about Langston

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.5.2.2 - The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.5.2.3 - The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

LA.910.6.2.2- The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations

Objectives: Students will be able to:

1. Affectively research information using library resources.
2. Cite sources in proper format.
3. Identify major contributions made by Langston Hughes.
4. Present findings in an effective manner.

Materials:

- Langston Hughes Biography- 35 copies
- Poster board
- Markers
- Glue
- Construction paper
- Index cards

Procedures:

Students will work on the crossword puzzle as Bell Work. 5 minutes

Students will receive a copy of a brief biography of Langston Hughes. As a class they will read it and go over major points. 10 minutes

Students will then be broken up into groups of six (6) alphabetically so they are able to work with different partners. They will be instructed to go to the library to research more about Langston Hughes and his affect on modern literature.

1. Information found cannot be found in biography given to them earlier.
2. Each group will be given materials to create a poster board from the information they gathered. Students are encouraged to include experiences that may have been life altering.
3. Students will be encouraged to complete the poster in the library. They must also arrive back in the classroom in time for the presentations. Within the group there will be a speaker, recorder, and researchers.

- ❖ The recorder is in charge of taking note and citing all sources.
- 4. Students are encouraged to be as creative as possible for both the poster and the presentation.
- 5. Students should be prepared to present for 2-3 minutes.

Library time: 20 minutes

Presentation: 15 minutes

Evaluation:

Each student must fill out and turn in a comment card for each presentation (4 cards not including their own presentation). The cards should include:

- Two facts that they learned.
- What they enjoyed about each presentation.

Week one- Day Three

Title: A Dream Fulfilled

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.7 - The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

LA.910.4.1.1 - The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

LA.910.5.1.1 - The student will use fluent and legible handwriting skills.

Objectives: Students will be able to:

1. Connect personal experiences to the lesson
2. Interpret a literary work effectively
3. Write a creative piece based on their interpretation of the literary work.

Materials:

- Copy of poem "A Dream Deferred"- 35 copies
- Paper
- Writing utensils

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- We all have hopes, dreams, and aspirations. Do you know someone who had to put one dream on hold to pursue another? If not, what would you do if you were in that situation?

A copy of "A Dream Deferred" by Langston Hughes will be passed out. As a class we will read and critically analysis the poem. 25 minutes

- How important do you think dreams are to people?
- What do you think the phrase "dry up like a raisin in the sun" means?
- Do you think it is possible for a dream to "dry up"?
- Do you think putting dreams on hold was common during the Harlem Renaissance?
- If a dream does "dry up", do you think it is possible to be rejuvenated?

Students will then create a "recipe" on how to fulfill a dream. 15 minutes

1. The ingredients are whatever the students feel are necessary to fulfill a dream. (i.e.: two cups of passion)
2. Students are encouraged to be creative with ingredients and instructions.

Evaluation: Students can read to the class their recipe if they wish. The papers will be taken up and graded for participation points. Students are to make sure that their writing is clear and legible.

Week One- Day Four

Title: Drop Me off in Harlem

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)

LA.910.5.2.3 - The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

LA.910.2.1.1- The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text

LA.910.2.1.8- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Objectives: Students will be able to:

- Relate the works to current times and current obstacles.
- Critically analyze the major work.
- Practice speaking strategies effectively.

Materials:

- “Theme for English B” -35 copies
- Markers
- Paper

Procedures:

Students will be asked to draw a portrait of themselves in the 1920s. In addition they will include some of the obstacles they might have faced in this time. Supplies will be given out. 10 minutes.

Students will:

- Draw themselves in clothing that they would have worn
- Place the obstacles creatively on the portrait
- Be as detailed as they want

Students will break up into groups of 3 or 4. Copies of the poem “Theme for English B” will be passed out. Students will practice interrupted reading. 20 minutes

As a class we will have a discussion on the students’ findings. 20 minutes

- How would you feel if you were in his position?
- Do you think his essay would have turned out differently if it was written in the present?
How?
- In what ways do you think this work captures the essence of the Harlem Renaissance?

Evaluation: Students will be required to write a 1 page essay similar to Langston Hughes' "Theme for English B" for homework. Papers must be typed and turn in the following day at the beginning of class. Students are encouraged to write freely but papers should:

- Reflect feelings toward their learning environment and personal growth
- Include obstacles that they face in their classroom and in their environment

Week One- Day Five

Title: The Fight We Call Life

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques employ literary devices, and sensory description

LA.910.4.1.2 - The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Objectives: Students will be able to:

- Look at a literary work from another point of view.
- Construct a poem based on the theme “Overcoming Obstacles”

Materials:

- “Mother to Son” -35 copies
- Construction paper
- Markers

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- Has there ever been a time in your life when you just felt like giving up, but didn't?
When was it and why didn't you give up?

Students will be given a copy of “Mother to Son” and asked to read it individually. 5 minutes
Students will be asked to create a poem about life's hardships. They will be given construction paper and markers and asked to be creative. These poems will be put on display in the classroom for the remainder of the unit. 35 minutes

- Use an analogy that represents life
- Written from the point of view of the son
- Proper grammar is not necessary, use the work as an example
- Must be at least eight (8) lines

Evaluation:

Using news paper clips or magazine articles students are to highlight words or phrases that stand out to them. They are to create a motivating poem using the words and or phrases that they highlighted. Poems are to be at least eight (8) lines and turned in the following class period. Students must also be prepared to present their poem to the class.

Week two- Day one

Title: The Past Makes the Present

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.4 -The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

LA.910.4.1.1 - The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques employ literary devices, and sensory description

Objectives: Students will be able to:

1. Identify the role that environment and culture play on their development
2. Acknowledge the differences found within the classroom
3. Celebrate and display their cultural and environmental backgrounds in creative ways

Materials:

- Copies of “The Negro Speaks of Rivers” -35
- Coat of arms template- 35 copies
- Markers/crayons
- Scissors /glue
- Construction paper

Procedures:

Bell work: Volunteers will present their poems made from news paper clips. As a journal students will respond to a poem of their choice. 15 minutes. The journal should include:

- How did it make you feel?
- What did you like about it?
- How does this poem relate to your past/life?

A copy of “The Negro Speaks of Rivers” by Langston Hughes will be handed out to the students. Students will be given time to read the poem and asked to identify the deeper meaning.

- What do you think the rivers represent?
- Why do you think the rivers are from around the world?
- What do you think he means by his soul runs deep like the rivers?

The discussion will then focus on cultural and environmental influences that may have helped mold the students into who they are today. 20 minutes.

Using the given materials the students will construct individual Coat of Arms expressing aspects of their culture and environment that represent who they are. The teacher will present their personal Coat of Arms as an example for the students. 15 minutes. Materials include:

- Coat of Arms template
- Construction paper

- Markers/glue/crayons/scissors

Evaluation: Students can share their Coat of Arms if they wish. The papers will be taken up and graded for participation points. Students are to make sure that their writing is clear, legible and creative.

Week two- Day two

Title: The Blues of life

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.3 - The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)

LA.910.2.1.1 - The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text

Objectives: Students will be able to:

1. Analyze and interpret songs for a deeper meaning
2. Relate the song to personal experiences
3. Create their own songs

Materials:

- Copies of “The Weary Blues” by Langston Hughes- 35
- CD of Blues songs
- Radio and/or computer

Procedures:

Students will listen to both Gavin DeGraw and Sam Cooke’s version of “Change Is Gonna Come”. Class will then discuss emotions they felt when listening to songs: 15 minutes

- Which song had a strong impact on you? Why?
- How did the song make you feel? What thoughts went through your head?
- How can you relate this song to your life?

Students will be given a copy of “The Weary blues” by Langston Hughes. A Volunteer will be to asked read to the poem once aloud. Students will then analyze the poem line by line to get a better understanding of the struggle the character is facing. 15 minutes

Class will compose their own blues song about something that they had to overcome. The song must include a minimum of a verse and a chorus. 20 minutes

Evaluation:

Students will complete the assignment and turn them in the following day in class for participation.

Week Two- Day three

Title: Help the Homeless

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.1.7.3 - The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

LA.910.5.2.2 - The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.5.2.1 - The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)

Objectives: Students will be able to:

1. Identify struggles and obstacles that others may face
2. Creatively construct a plan to help others overcome obstacles

Materials:

- Copies of “Vagabonds” by Langston Hughes- 35

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- Have you every participated in any type of community service activity? If so, what was it and how did you feel after it was completed? If not, are there any projects that you would like to participate in?

The class would be given a copy of “Vagabonds” by Langston Hughes. The poem will be read aloud and discussed. 15 minutes

- What do you think the meaning of the word Vagabond is?
- What do you think are some of the struggles of being homeless?
- What are some of the obstacles that Homeless people have to face? How do you think they can overcome these obstacles?
- What are some ways the general public can help them overcome obstacles?

Students will be split into 5 groups of 6 students. Students are to come up with a community service project geared towards the aid of the Homeless community. Students can choose any method they believe will be effective. Students are to describe: 20 minutes

- The amount of people being served
- Location of the service
- Realistic budget

- Materials needed to complete project

Evaluation:

Students will choose a speaker to present the project. Each group will be given one minute to present the community service idea. The class will vote on the best idea and the winning group will have the first choice for parts during the Mock Trial.

Week Two- Day four

Title: There are two sides to every story

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.5 - The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)

LA.910.5.2.2 - The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Objectives: Students will be able to:

1. Identify different points of view in a story
2. Identify how point of view can change the outcome of a story
3. Create their own work based off of a poem covered in class

Materials:

- No materials needed. Students are to work on Alternative Book Report.

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- How do you think a story would change if it was told from another character's point of view?

The teacher will explain the Alternative Book Report. All students will be divided into groups of 5 to 6. The students will choose one of the works covered in class and present an alternative summary of either the work or a particular scene. Creativity and originality are important. Students can choose to do the assignment from another character's point of view. (For example, the son's point of view if using "Mother to Son")The alternative summary includes but is not limited to: Skit, play, Board games, Models, Game shows, or Slideshow. The group project should:

- Capture the attention of the audience
- Maintains academic standards although it is a fun activity
- Shows an understanding of the deeper meaning of the chosen passage
- Reflects on the main obstacles faced in the work
- Presentations should be from 7-10 minutes

The remainder of the class period is given to work on this assignment. 40 minutes

Evaluation:

Students should be prepared to present the projects to the class the following day.

Week Two- Day five

Title: Presentation Day

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.5 - The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)

LA.910.5.2.2 - The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Objectives: Students will be able to:

1. Present an alternate interpretation of a work covered in class
2. Evaluate their peer's work

Materials:

- Comment cards- 35

Procedures:

Each group will be given 7-10 minutes to present their Alternative Reports. 50 minutes

Evaluation:

Each student will fill out a comment card for each group that expresses:

- What they enjoyed from the presentation
- Things that would make it better

Week three- Day one

Title: Don't get left behind

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.1.7.7 - The student will compare and contrast elements in multiple texts

LA.910.1.7.2- The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning

LA.910.2.1.6- The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

Objectives: Students will be able to:

1. Compare and contrast literary works
2. Critically analyze works to determine the meanings
3. Create their own literary work in response to one of the poems

Materials:

- Copies of "I Hear America Singing" by Walt Whitman -35
- Copies of "I, Too" by Langston Hughes -35

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- Was there ever a time in your life that you felt excluded from a group? How did you deal with that situation?

Copies of the poems will be handed out to the students. Two volunteers will be asked to read each poem aloud to the class. The class will then discuss the work and the reasons behind

Langston Hughes' reply: 20 minutes

- Why do you think there was a reply?
- Why do you think Langston Hughes felt excluded from Whitman's poem?
- What message do you think Hughes is sending by writing this poem?

Students are to write a brief response to Langston Hughes' poem "I, Too". Students may include:

- Ways they would have handled the situation if in Hughes' position
- Whether or not they agree with Hughes' method of reply
- The response can be in either poem or essay form.

This assignment will be collected at the end of the class period. 20 minutes

Evaluation:

Students will write a one page paper about the similarities and differences found in the two poems.

Week three- Day two

Title: Take a Stand

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.4 -The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Objectives: Students will be able to:

1. Identify how taking a stand and overcoming obstacles work together
2. Demonstrate different ways a stand can be taken

Materials:

Copies of “Mulatto” by Langston Hughes -35

Procedures:

Students will be given the following prompt and asked to write at least a half page response. A few selected volunteers will be able to read their journal entries if they wish. 10 minutes

- Have you ever had to take a stand even when authority figures were not supportive?
How did you deal with the situation?

Students will be given a copy of the poem and asked to read quietly at their seats. After analyzing the poem as a class, students will be split into 5 groups. Each group will be given a scenario and asked to present a skit to the class. The skit should showcase:

- Taking a stand in uncomfortable situations
- Overcoming obstacles

The scenarios are:

1. Cheating on a test
2. Sneaking out of the house
3. Drunk driving
4. Drug use
5. Stealing

Evaluation:

Students will receive participation points as long as they were part of the skit.

Week three- Day three

Title: Let's watch a movie

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.2 - The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

LA.910.2.1.6- The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

Objectives: Students will be able to:

1. Identify how a positive outcome can be found from a negative situation
2. Compare the movie to the Works of Langston Hughes

Materials:

- DVD of "A Raisin in the Sun" (2008)
- DVD player
- Television
- Snack foods
- Drinks

Procedures:

Students will move all of the desks to one side of the room to make a large space in the middle. Students will then watch the movie "A Raisin in the Sun" (2008) for the duration of the class period. Snacks and drinks will be provided. 50 minutes

Evaluation:

A reflection of the film will be assigned at the end of the film.

Week three- Day four

Title: Let's watch a movie 2

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.2 - The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

LA.910.2.1.6- The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

Objectives: Students will be able to:

1. Identify how a positive outcome can be found from a negative situation
2. Compare the movie to the Works of Langston Hughes

Materials:

- DVD of "A Raisin in the Sun" (2008)
- DVD player
- Television
- Snack foods
- Drinks

Procedures:

Students will move all of the desks to one side of the room to make a large space in the middle. Students will continue to watch the movie "A Raisin in the Sun" (2008) for the duration of the class period. Snacks and drinks will be provided. 50 minutes

Evaluation:

A reflection of the film will be assigned at the end of the film.

Week three- Day five

Title: Let's watch a movie 3

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.2.1.2 - The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

LA.910.2.1.6- The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

Objectives: Students will be able to:

1. Identify how a positive outcome can be found from a negative situation
2. Compare the movie to the Works of Langston Hughes

Materials:

- DVD of "A Raisin in the Sun" (2008)
- DVD player
- Television
- Snack foods
- Drinks

Procedures:

Students will move all of the desks to one side of the room to make a large space in the middle. Students will finish the movie "A Raisin in the Sun" (2008) for the duration of the class period. Snacks and drinks will be provided. 50 minutes

Evaluation:

Students will write a one page reflection of the film to be turned in the following class period. The reflection should include:

- How a negative turned into a positive in the film
- What did this film teach you about life in general?
- What poems by Langston Hughes relate to this movie? Why?

Week four- Day one

Title: Law and Order

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.5.2.1 -The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)

Objectives: Students will be able to:

1. Establish judgments and opinions based on readings in order to participate in a mock trial.
2. Conduct research that will help to justify their opinions about a work
3. Use persuasive arguments to get their points across
4. Use affective listening strategies to attain necessary information from their peers.

Materials:

- Mock trial description and criteria- 35 copies

Procedures: 50 minutes

All students will be required to participate in a mock trial in which the class will “indict” a specific character from one of the works based on something the character did. The students will vote on the literature and the character that will be put on trial. Each student will receive a role; present valid arguments backed by information in the text, and collectively reach a verdict. Teacher will act as judge to maintain order in classroom. There will be two separate trials on two separate works so that every student fully participates. The class will get split in half. Some of the roles will include: Prosecutor, Defendant, Defense attorney, Jurors, Stenographer, and Witness (who play other characters in story). The mock trial should convey:

- Evidence of research
- Understanding of unit goals and objectives
- Highlights obstacles faced by the characters
- Judgments and opinions are relevant to the work

The class will be given the period to decide on the two works, the crime and the characters. The six students who won the community service activity get to choose what position they want first. All other students will choose their positions in order based on the number they pulled from a hat. The roles:

- Prosecutors (2): acts against the defendant
- Defendant(1): is being put on trial
- Defense team(2): Tries to protect the defendant
- Jurors(7): Make final decision on who wins the case
- Stenographer(1): Takes notes during trial
- Witnesses (2): Take the stand to give evidence to help either side

Evaluation: No evaluation is required for this assignment

Week four- Day two

Title: Law and Order 2

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.5.2.2 - The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

LA.910.6.3.2 - The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

Objectives: Students will be able to:

1. Affectively use library resources to conduct research
2. Research different elements of the criminal justice system and tie them into their work
3. Recognize that obstacles are present even within the judicial system

Materials:

No materials are needed.

Procedure: 50 minutes

Class will meet in library to conduct research on trials. Students are to find information on their specific roles in their trials. These can include but are not limited to:

- Laws that apply to jurors
- prosecutor's duties
- Etc.

Students can use any and all resources that are available at the library. This includes:

- Books
- Internet

- Magazines
- Periodicals
- ETC.

Evaluation:

Students are to turn in their findings for participation points.

Week four- Day three

Title: Law and Order 3

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.5.2.4- The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message

LA.910.4.3.1 - The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

Objectives: Students will be able to:

1. Successfully use information gathered to create arguments
2. Organize ideas in a persuasive manner
3. Constructively evaluate peers' work

Materials:

- Case specific handouts
- Materials gathered from library

Procedures:

The teacher will hand back all of the research collected the previous day. Students will be divided into three groups: 30 minutes

1. Trial one
 - a. Defense
 - b. Prosecution
 - c. Witnesses
 - d. Defendant
 - e. Stenographer- Note taker for the group
2. Trial two
 - a. Defense
 - b. Prosecution
 - c. Witnesses
 - d. Defendant
 - e. Stenographer- Note taker for the group
3. Jurors

The first two groups are to discuss the order of the trial. The groups will use the information that they attained from the library to help them. Any speeches are to be prepared at this time.

Example: Who will speak first, which witness belongs to the defense and prosecution, etc.

The jurors for both trials will get together to create questions that will help come to a verdict. Students will be taken out to the courtyard to practice with their respective groups. 20 minutes

Evaluation:

Any information (research, speeches, notes, and questions) will be collected the day of the first trial.

Week four- Day four

Title: Let's take it to court 1

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.4.3.2 - The student will include persuasive techniques

LA.910.5.2.3 -The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)

Objectives: Students will be able to:

1. Provide persuasive arguments based on a literary work
2. Use effective listening skills

Materials:

- Comment cards- 20

Procedures:

The classroom will be set up like a courtroom:

- * Jurors to the left of the Judge (teacher's desk)
- * Stenographer to the right of the Judge (teacher's desk) and will take notes throughout the trial.
- * Defense and prosecution will be seated in front of the courtroom with an aisle separating them
- * All other students who are not participating for the first trial and witnesses will be seated in the audience section

The trial will go in the order in which the students decided on and turned into the Judge (teacher). Both sides will be given an equal amount of time to present their arguments. 20 minutes for each side and the jury gets 10 minutes to deliberate.

Evaluation:

Students in the audience will turn in comment cards providing information about every character in the trial.

Week four- Day five

Title: Let's take it to court 2

Subject: English

Grade Level: 9-10

By: Djenane Briette, Jennifer Alexandre

Sunshine State Standards:

LA.910.4.3.2 - The student will include persuasive techniques

LA.910.5.2.3 -The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)

Objectives: Students will be able to:

3. Provide persuasive arguments based on a literary work
4. Use effective listening skills

Materials:

- Comment cards- 20

Procedures:

The classroom will be set up like a courtroom:

- * Jurors to the left of the Judge (teacher's desk)
- * Stenographer to the right of the Judge (teacher's desk) and will take notes throughout the trial.
- * Defense and prosecution will be seated in front of the courtroom with an aisle separating them
- * All other students who are not participating for the first trial and witnesses will be seated in the audience section

The trial will go in the order in which the students decided on and turned into the Judge (teacher). Both sides will be given an equal amount of time to present their arguments. 20 minutes for each side and the jury gets 10 minutes to deliberate.

Evaluation:

Students in the audience will turn in comment cards providing information about every character in the trial.

Recipe for a dream fulfilled:

- Measure:

- One quart of hard work
- 2 cups of passion
- 1 Tbs of determination
- A dash of positive thinking

- Mix:

- Put the ingredients in step by step. Keep stirring until you can see results
- Bake in a 350° F for 30 minutes
- Don't be discouraged if it doesn't cook through first time around – translated
- Stand for 15 minutes. Once completed take time to celebrate each action step
- Enjoy, your goal is achieved. Set another

THEME FOR ENGLISH B

By Langston Hughes

The instructor said,
Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.
I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---

although you're older---and white---
and somewhat more free.

This is my page for English B.

1951

Change Is Gonna Come- Sam Cooke/ Gavin DeGraw

I was born by the river
In a little tent
Oh
And just like the river I been a running ever since
It's been a long
A long time coming but I know a change gon' come
Oh
Yes it will

It's been too hard living but I'm afraid to die
'Cause I don't know what's up there beyond the sky
It's been a long
A long time coming but I know a change gon' come
Oh
Yes it will

I go to the movie and I go downtown
Somebody keep telling me, "Don't hang around"
It's been a long
A long time coming but I know a change gon' come
Oh
Yes it will

Then I go to my brother and I say, "Brother help me please"
But he winds up knocking me back down on my knees
Oh

There've been times that I thought I couldn't last for long
Now I think I'm able to carry on
It's been a long
A long time coming but I know a change gon' come
Oh

Yes it will

Community Service Example

Make a Blanket for the Homeless

Population: 15 people

Location: Tampa, Fl

Materials:

- Fabric
- Thread
- Needles
- Yarn

Budget: \$300.00

***Students must be more detailed

Works Cited

Baym, Nina. The Norton Anthology of American Literature 7th ed. Vol. D 1914-1945. New York: WWW.Norton & Company Inc., 2007.

Kansas Heritage. 21 April 2009 <<http://www.kansasheritage.org/crossingboundaries/page6e1.html>>.

The Internet Movie Database. 21 April 2009 <<http://www.imdb.com/title/tt0808435/>>.

THEME FOR ENGLISH B

By Langston Hughes

The instructor said,
Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.
I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---
although you're older---and white---
and somewhat more free.

This is my page for English B.

1951

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

A Dream Deferred

by Langston Hughes

[Langston Hughes homepage](#)

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

